## PART THREE WRITTEN: APPLICATION, THINKING & INQUIRY & COMMUNICATION

Freud

**Mandatory Question** 35 [application 15 thinking & inquiry 10 communication10]

1. According to Baumrind, parenting styles have an impact on the way children develop. Similarly, Freud, Erikson, Maslow, Spock, Bowlby and Piaget all contend that parenting interactions and the environment that children are raised in affect their social, emotional, psychological and intellectual development and wellbeing.
2. Write a magazine article for a parenting journal, explaining Baumrind’s parenting styles theory, and provide advice to parents about how to create the best child raising environment possible.
3. In the article, describe at **least one** other viewpoint covered in class.
4. Be specific and include direct references to the specific theorists, their concepts, and theories.

**Choose any one of the following 8 questions to complete.** 35 [application 15 thinking & inquiry 10 communication 10]

1. Adapt the model of the developmental life cycle stages of the family to reflect the realities of your own family situation as it has moved through the different stages of the family life cycle. Include each of the following…
2. stages that your family has been through already (some of which you may or may not have been around for but in any case you are aware of the history)
3. identify the stage your family is currently at
4. identify 2-3 tasks that your family need(ed)(s) to accomplish at each of these stages
5. project (predict) the future stages that you imagine will take place for your family of origin
6. project (predict the future stages (early ones anyway) that you will develop for yourself and eventually possibly as part of a new family system
7. Based on your experiences as an older cousin, sibling, stepsibling, babysitter, community member, or person with a keen sense of observation, determine which child developmental theorists you most agree with.

1. Describe these theorists’ positions on development.
2. Provide examples from your own experiences or observations that can be attributed to aspects of each of these theories.

If you only choose one theorist, you will be expected to write about that in great depth, similarly if you choose two or three, you will be able to write a little less about each using examples. Either way, the expected length is a minimum of a page or a half typed (double spaced with paragraphs).

1. Based on your experiences as a younger cousin, sibling, stepsibling, community member, or people with a keen sense of observation, determine which young adult developmental theorists you most agree with.
2. Describe these theorists’ positions on development.
3. Provide examples from your own experiences or observations that can be attributed to aspects of each of these theories.

If you only choose one theorist, you will be expected to write about that in great depth, similarly if you choose two or three, you will be able to write a little less about each using examples. Either way, the expected length is a minimum of a page or a half typed (double spaced with paragraphs).

1. Read over the **Case Study *Going Home*** and answer the following…
   1. Describe the reasons why Caitlin has returned home.
   2. Using statistics and information gained from the lesson on trends for young adults, explain how Caitlin’s transition to adulthood reflects current trends in Canada.
   3. Explain how Caitlin’s transition to adulthood may differ from current trends as well.
   4. Using the Social Exchange theory, identify the costs and benefits of Caitlin’s decision to return home for both Caitlin and her parents.
   5. How do you think Caitlin will become independent of her parents?
   6. Lastly, as a result of living with parents for an extended period of time, describe what challenges Caitlin might face when she eventually lives on her own.
2. Read over the **Case Study *Sanjay’s Quest for Independence*** and answer the following…
3. Explain what factors in Sanjay’s family background are affecting his individuation.
4. Explain how Sanjay’s socialization has resulted in a conflict between Canadian and East-Indian values and how this may impact his development.
5. Compare Sanjay’s transition to adulthood with Sean’s in Sean Enters the Adult World and Caitlin’s in Going Home.
6. Using the Social Exchange theory, assess the costs and benefits of the decisions that Sanjay faced.
7. What choices do you think he should have made and why?
8. According to the trends and statistics, it seems that as women move through the family life cycle stages there are a few stages that they are at particular risk for an increased likelihood of living in poverty. Identify and describe two possible stages where this might occur. What are some of the demographics (population and economic considerations) that might contribute to these situations? How might our culture or societal views contribute to these situations? What argument might a feminist propose concerning the role of patriarchy in this?
9. Today’s families are in a state of transition. Women’s gender roles have shifted to include performance in both the private and the public spheres. At the same time, there have been opportunities for men to play a much larger role in the private sphere as well as the public one that they have been traditionally involved with.

According to structural functionalist theorists, these shifts may be problematic. According to feminist theorists, these shifts may be viewed as positive. Explain the structural functionalist position, and the feminist position – specifically with regard to today’s postmodern families. Include some discussion on which ways these shifts are positive for each gender and which ways they may not be.

**Marking Rubric for Written Answers**

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| Ci | **Below Level One**  **to be determined** | **Level One +/-**  **1- 1 1+**  **52% 55% 58%** | **Level Two +/-**  **2- 2 2+**  **62% 65% 68%** | **Level Three +/-**  **3- 3 3+**  **72% 75% 78%** | **Level Four +/-**  **4- 4 4+**  **85% 90% 95%** |
| **Communication**  /20 | Writing is unclear  The minimum criteria for grade 12 college/university was not met  Sentence structure is weak or points are not well constructed  Unacceptable level of grammar errors unacceptable level of spelling errors | Writing is less clear  Ideas are communicated with limited effectiveness  Sentences are limited in the effectiveness.  Sentence structure is weak.  Several errors in grammar  Several errors in spelling | Writing is somewhat clear  Ideas are communicated with some effectiveness  Sentences are fairly well written.  Points are constructed in a somewhat successful manner Few grammar errors Few spelling errors | Writing is clear  Ideas are communicated with considerable effectiveness  Sentences are well written.  Points are constructed in a successful manner  Mostly free of grammar errors  Mostly free of spelling errors | Writing is very clear and concise  Ideas are communicated with a high degree of effectiveness  Sentences are very well written.  Points are constructed in a very successful manner Proper grammar Proper spelling |
| **Thinking/**  **Inquiry**  /10  /10 | The answer does not reflect analysis or interpretation or integration of the class material  Conclusions drawn are not logical or are missing | Concepts defined in a limited way.  Limited analysis skills shown in interpreting or integrating class material  Limited higher level thinking shown.  Conclusions shows limited logic | Concepts defined somewhat  Some analysis skills shown in interpreting or integrating class material  Some higher level thinking shown.  Conclusions show some logic | Concepts defined in a clear way.  Analysis skills shown in interpreting or integrating class material  Higher level thinking shown.  Conclusions shows logic | Concepts defined in a comprehensive manner.  Very strong analysis skills shown in interpreting or integrating class material  Very high level thinking shown.  Conclusions drawn show strong logic |
| **Application**  /15  /15 | The answer does not reflect application of theories from class material  no reflection of the application of lessons on the individual and the family | Limited application of theories from class material  limited ability to apply lessons on the individual and the family | Some application of theories from class material  some ability to apply lessons on the individual and the family | Successful application of theories from class material  successful ability to apply lessons on the individual and the family | Very thorough application of theories from class material  outstanding ability to apply lessons on the individual and the family |